

Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).

1. Your name: Nathan Schultz Block #: 1
2. For what project did you make your digital story? Reflection
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? My reflection on EDU 221
4. What type of story are you telling? Fairytale
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?
Students could have also made a radio talk show very easily. It allows the students to simply talk about what they want to.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) With our version we were able to have more fun than just a talk show. We were able to more visual effects to help the project. The cons of a fairytale are that the students probably do not know a few of the characters. A radio talk show is an easy way to talk about any subject you needed to. The con is that there isn't always a lot of wiggle room to change it up.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. (<i>Copy and paste the element and its description/explanation from the source Web site.</i>)	<i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. (<i>If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.</i>)	<i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. (<i>e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”</i>)
Do NOT need to include fairies.	We didn’t need to but one of our characters was Tinkerbelle.	We used Tinkerbelle’s past to help connect content to our situation.
Set in the past—usually significantly long ago. May be presented as historical fact from the past	Mother Gothel kidnapped our Fairy God Mothers.	We needed a reason to utilize the information we have gained this semester.
Include fantasy, supernatural or make-believe aspects.	We are all fairy tale characters with our own magical powers or fantasy aspects.	We used our characters history to help teach what we have learned this year.
Typically incorporate clearly defined good characters and evil characters.	We had a group of characters that were good (everyone except Andrea) and Andrea who played the evil Mother Gothel.	The incorporation of the evil character gives the good characters a reason to utilize their knowledge.
Involves magic elements, which may be magical people, animals, or objects. Magic may be positive or negative.	Tinkerbelle can fly! Fairy God Mothers, they have the magic to teach the practicum class.	We used our magical powers or objects to help tell our story
May include objects, people, or events in threes.	We had 3 topics, 3 groups, and we used 3 cameras.	Breaking up into 3 groups to discuss the 3 topics helped us with our ability to show our understanding. The 3 cameras just looked good.
Focus the plot on a problem or conflict that needs to be solved.	We had to get out Fairy God Mothers back.	The kidnapping provided excitement to the story.
Often have happy endings, based on	We got our Fairy God Mother back and	We got rewarded for doing a good job.

the resolution of the conflict or problem.	celebrated.	
Usually teach a lesson or demonstrate values important to the	We taught a lesson on UbD, MI, and checking for understanding.	The fairy tale allowed us to show our understanding in a unique way.